**Des Moines Public Schools**

Grade: Kdg

Unit: 2

Unit Length: 3 weeks

**Literacy Curriculum Guide**

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| **Big Idea: Appreciation** | **Guiding Questions: How do people use color to make our world more interesting? How do our senses help us appreciate the world around us?** | | | |
| **Iowa Core Standards –**Priority Standards are in **bold.** Supporting Standards are in *italics.* | | | | |
| **Word Knowledge** | **Fluency** | **Comprehension** | **Writing** | **Language** |
| **Foundational 2-Phon Awareness:**  **Demonstrate understanding of spoken words, syllables and sounds (phonemes).**  Phonemic Awareness Skills:   * Beginning Sounds * Words in Oral Sentences   Phonics Skills:   * Initial consonants s, m, r | *Foundational 4-Fluency:*  *Read emergent-reader texts with purpose and understanding.*  **Foundational 1-Print Concepts:**  **Demonstrate understanding of the organization and basic features of print.**  **d. Recognize and name all upper- and lowercase letters of the alphabet.**  **Foundational 3-Phonics and Word Recog:**  **Know and apply grade-level phonics and word analysis skills in decoding words.**   1. **Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.** 2. **Read common high-frequency words by sight** | **Literature/Informational 3:**  **With prompting and support, identify characters, settings, and major events in a story.**   * Sequence of Events   **Literature/Informational 1:**  **With prompting and support, ask and answer questions about key details in a text.**   * Predict and Infer   *Informational 4:*  *With prompting and support, ask and answer questions about unknown words in a text.*  *Literature/Informational 6:*  *Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.* | Being a Writer:  The Writing Community - Unit 1, cont.  **Writing 1:**  **Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. *My favorite book is….*).** | *Language 5:*  *With guidance and support from adults, explore word relationships and nuances in word meanings.*   1. *Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.* |

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| **Houghton Mifflin Supporting Materials** | | | | |
| **I Need a Lunch Box (read aloud)**  Comprehension:   * Predict and Infer (T26) * Sequence of Events (T26)   Phonemic Awareness:   * Beginning Sounds (T25) * Words in Oral Sentences (T25)   Phonics:   * Initial consonant /s/ (T28-29)   High Frequency Words:   * See addendum | **I Went Walking (big book)**  **What’s My Favorite Color? (science link)**  Comprehension:   * Predict and Infer (T34, T58, T150, T170) * Sequence of Events (T34, T58, T66, T150-151, T170)   Concepts of Print:   * Capitalize First Word in Sentence (T46, T59, T150, T170) * End Punctuation (T46, T59, T150, T170)   Phonemic Awareness:   * Beginning Sounds (T33, T43, T57, T65) * Words in Oral Sentences (T33, T43, T57, T65)   Phonics:   * Initial Consonant /s/ (T36-37, T50)   High Frequency Words:   * See addendum | **Caps of Many Colors (anthology)**  Comprehension:   * Predict and Infer (T82)   Phonemic Awareness:   * Beginning Sounds (T81) * Words in Oral Sentences (T81)   Phonics:   * Initial consonant /m/ (T86-87)   High Frequency Words:   * See addendum | **In the Big Blue Sea (big book)**  **What Do You Do, Norbert Wu? (social studies link)**  Comprehension:   * Predict and Infer (T92, T116, T124, T160, T171)   Concepts of Print:   * Capitalize First Word in Sentence (T104, T117) * End Punctuation (T104, T117)   Phonemic Awareness:   * Beginning Sounds (T91, T101, T115, T123) * Words in Oral Sentences (T91, T101, T115, T123)   Phonics:   * Initial consonant /m/ (T94-95, T108)   High Frequency Words:   * See addendum | **How the Birds Got Their Colors (anthology)**  Comprehension:   * Predict and Infer (T140, T178) * Sequence of Events (T140)   Phonemic Awareness:   * Beginning Sounds (T139, T149, T159, T169, T177) * Words in Oral Sentences (T139, T149, T159, T169, T177)   Phonics:   * Initial consonant /r/ (T144-145, T152-153, T162)   High Frequency Words:   * See addendum |
| Tier 2 Concept Vocabulary: | | | | |
| Additional Resources: | | | | |